

DES has 'last word in spending'

by Frances Gibb

The Department of Education and Science and not the University Grants Committee has final responsibility for ensuring that a university spends its money properly, the Commons Committee of Public Accounts said in its fifth report, published last week.

Commenting on a case in which Nottingham University had bought and retained property it was not using, the committee noted the DES view that where there was a difference of opinion between a university and the UGC in such a matter, the final decision rested with the latter.

The DES accounting officer had thought that formal responsibility lay with the UGC and the university. He considered his involvement arose only from the normal cooperative relationship between the UGC and the university.

That view could not be accepted, the committee said. The properties in question were purchased with funds for which the accounting officer takes responsibility, and financial provision was based upon

the university's future need for the site. In these circumstances the accounting officer cannot divest himself of final responsibility for ensuring that the conditions of grant continue to be satisfied and that there is justification for the continued retention of such assets when the UGC advise him on university's needs.

It urged that this principle be borne in mind in future cases where capital assets are acquired by grant-aided bodies from public funds.

Nottingham University had bought properties on a site known as the Dunkirk area with a view to future expansion. In 1971 when 98 of the 370 properties had been purchased and again in 1974, the UGC concluded that the university had no need for any part of the area. It did not insist on selling properties already bought, but said it would only finance further purchases for which there was a specific need.

Both the UGC and the DES agreed that the properties should be sold if the area was not needed for university purposes. However, the uni-

versity maintained that because the area was close to the existing campus and teaching hospital, it might be needed for future development not necessarily connected with student numbers.

The committee expressed concern that the matter was allowed to drift. "We consider it unsatisfactory that public funds should have been locked up for so long in properties which in the UGC's considered judgment, there was no foreseeable university need."

It urged an early review of the situation and recommended that where there are no development plans the properties be sold as soon as possible.

Both the UGC and the DES said this week they would make their comments to the committee in a Treasury minute. The Committee of Vice-Chancellors and Principals said it could not comment on issues affecting particular universities, but that it would be examining the general issues raised by the report.

A spokesman from Nottingham University said that the matter was likely to be discussed at the next meeting of the council in October. Leader, page 10

Officials upset by criticism of teacher training plans

by David Walker

Officials at the Department of Education and Science were upset this week by their latest efforts at planning numbers in teacher training, heavily criticized by the teacher unions, students and college and polytechnic heads.

In a radio interview, Mr Fowler, Minister of State overseeing higher education, spoke of his surprise that figures for wastage and failure rates—extrapolated from figures supplied by the colleges themselves—should have been an aid to the planning of numbers by the colleges themselves.

Controversy surrounds two sets of letters sent out by the DES in the past month to colleges and local authorities. In July it outlined proposed admission targets for entry in 1977 together with an estimate of how many students would finish their course.

A second letter two weeks ago presented figures from the Annual Statistical Returns Department together with DES details of wastage and failure rates in initial teacher training.

These letters were strongly criticized by teacher union officials because proposed college admission targets for 1977, 2,000 for non-graduate and 5,000 for graduate courses outside the universities, added up to considerably less than estimates of the Advisory Committee

for the Supply and Training of Teachers.

Also estimated wastage failure rates in the second year, interpreted as a demand for proportion of students in teacher training courses to be cut.

Mr Mike Power, of the Union of Teachers, commented: "From the way it is worded, it could give colleges the impression that the DES is putting pressure on them to increase failure rate."

A similar reaction came from Mr Tolley, principal of St Albans College, a polytechnic. "Examinations are the responsibility of the dual colleges. The DES has no right to tell us our failure rate."

What the DES said was that figures suggested that the "in-course" wastage rate was going to rise by 10 per cent. Estimates were 6 per cent of second year students would be leaving in the second year.

The second-year wastage rate, higher than previously, was more students will come to college than will be trained. As a result planning in the future will focus more on the number of students remaining

THE TIMES Higher Education SUPPLEMENT

August 20, 1976. No. 252 Price 15p

Two lecturers held in S. Africa unrest

Two university lecturers and about 350 students have been detained by police in the wake of unrest, several days of violence in Johannesburg student unrest has spread to Cape Town and Durban.

Damage to property is said to run into millions of pounds. At the University of Zululand it reached an estimated £1.1m. The university has been closed until next year. Other temporary closures affect the University of the Western Cape and the University of Durban-Westville (Indian).

Almost the entire present leadership of the black South African Students' Organization has been detained and one of its founders and most articulate spokesmen, Mr Steve Biko, already under house arrest, was taken into custody this week.

Mr G. Jacobs, chairman of the staff association at UWC, was arrested on Saturday after the association issued a statement supporting student action during the unrest. Mr James Gorwel, senior lecturer in Afrikaans at UWC, was held for a short while by police. Two members of the university's students' representative council have been held, one for over two weeks. Leader, page 10



Coloured student under police batons.

Expand roll of DES call to TUC

by Frances Gibb

The National Association of Teachers in Further and Higher Education has called for the establishment of a Department of Education, Science and Training. In a resolution submitted for debate at the TUC Autumn conference, it says successive governments have failed to develop adequately the further education service through the DES.

The resolution urges the Government to eliminate the duplication of provision and control resulting from the separate establishment of the Training Services Agency and to set up one Department of Education, Science and Training.

The association also calls for opposition to further public expenditure cuts. Another resolution says that while Congress recognizes that the planned growth of social expenditure and the public sector must play its part in a plan for economic recovery the Government should reject any proposals for further cuts.

The Association of University Teachers is to ask the TUC to make representations to the Government to ensure that appropriate unions are consulted over the EEC Council of Ministers' resolution on education and on the preparation of directives on the mutual recognition of qualifications.

An AUT resolution asks for it to be ensured that the British TUC is brought fully into the consultative process through its European affiliation. The British permanent delegation to the Commission should be instructed by the Government to confer with the TUC to enable the appropriate unions to be fully consulted, the resolution says.

Mr Laurie Sappor, general secretary of the AUT, said that consultation over educational matters in general and on the work of the universities in training people for the professions in particular, was very unsatisfactory.

"The intention of the resolution is to ensure that consultation at both European and national level is channelled to the appropriate unions through the TUC machinery, which can ensure that the Government is aware of proper consultative processes."

The association has also submitted a resolution welcoming the TUC document "Access to University Education". It points out that the universities' desire to provide increased opportunities is inhibited by the large number of young people who leave school at 16 and the lack of continuing education to assist mature students.

The resolution asks the general council to pursue its efforts in both these areas and achieve real equality of opportunity, as called for in the TUC document.

Mr Sappor said the resolution was intended to answer those who blamed the universities because their social structure was prejudiced against working-class students. Universities did not discriminate on the grounds of social or class origin, he said.

Fowler meeting on Warwick merger

Representatives from Warwick University met Mr Fowler, minister of state for higher education, yesterday to put their views on the proposed merger of Coventry College of Education and Lancaster Polytechnic into the university. Mr Fowler said the college merger with the polytechnic was the highest ever.

Contents

Grandes Écoles



In the first of three articles on this most influential sector of French higher education George Morgan describes the *École Polytechnique*, 9

Artificial intelligence

Margaret Boden reviews two new books which examine the contribution of computers to our knowledge about knowledge, 12

Science in America

David Dickson reports on the emergence of a more favourable climate for science in the United States, 8

University building

Continuing his occasional series on university architecture, Tony Aldous describes two new colleges at Lancaster, 4

Tropical diseases

When ease of travel has brought the threat of exotic diseases much closer Marian Blakely describes the work of the Liverpool School of Tropical Medicine, 4

In-service training

Harry Kahn argues that practising teachers must be given more say in the organization of in-service education, 7

Don's diary

Noticeboard	5
North American news	8
Overseas news	9
Letters	10
Books	12-15
Classified index	16

News in brief

Poly to study law service

The sociological studies section at Sheffield Polytechnic has received a £2,000 grant towards an investigation into the effectiveness of the city's free legal information service. The grant was awarded by the Nuffield Foundation to enable sociologists, in cooperation with the information service, to discover if clients follow up advice given by the service, and if they feel it is worthwhile.

The information service was set up in 1971 by a group of polytechnic and university law lecturers. It gives information on a variety of legal problems, including industrial injuries, fault repairs, house purchase and redundancy.

The extent to which clients act on the advice they are given by the service is not known at present. Investigators hope to interview 500 clients over the next eight months.

Exchanges up to 1,000

The Department of Education and Science has issued its yearly memorandum on teacher exchange with other countries.

The memorandum, which gives information on how to apply and what is entailed, notes that the present scheme with France and Germany is to expand to 1,000 exchanges a year.

TUC urges 16-plus grant

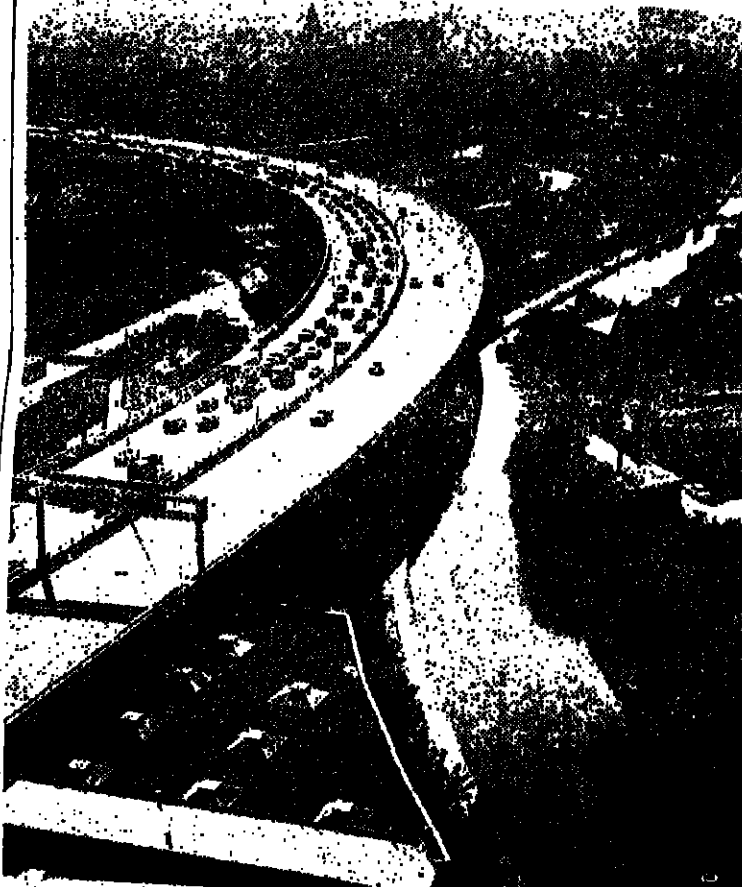
The TUC is to press the Government to change its mind about grants for children who stay on at school after the age of 16 as part of its campaign to reduce youth unemployment.

UEA careers guide

The University of East Anglia has published a careers guide for final-year students. It includes articles on graduates in industry, prospect for new teachers and postgraduate research, as well as information on a variety of careers in the arts, sciences and social sciences.

Copies are available from the Careers Centre, the University of East Anglia, University Plain, Norwich NR8 8C. Price 70p.

Camera views city problems



The Westway—one of an exhibition of photographs by Rowan Palmer of Gallery, Southampton University, until September 24. It is timed to coincide with another photographic exhibition on urban development. That exhibition, called "Problem in the City", was commissioned by the Royal Town Planning Institute and photographed by Nick Hedges, Larry Herman and Ron McCormick.

Teachers on register double

The number of out-of-work teachers on the Department of Employment professional register more than doubled last month to 6,383 compared with 2,593 in July last year.

The figures do not give a true picture of teacher unemployment because many are not eligible for registration. Married women who have just qualified cannot go on the register because they cannot claim unemployment benefit. Also, the register is not the traditional refuge of teachers seeking jobs.

The National Association of Teachers in Further and Higher Education forecasts 20,000 unemployed teachers in a few weeks' time. A survey of one-third of new teacher training colleges predicts that 13,000 newly-qualified teachers will be out of work while 7,000 experienced teachers will also be looking for a job.

The latest figures from the department's occupational analysis reveal that 781 university academic staff were unemployed in March. There were also 454 further and higher education teachers, 2,020 secondary school teachers, 65 preprimary, 4,453 primary, 65 preprimary, 89 industrial teachers and 60 directors of education, education officers or school inspectors.

National audio visual system outlined

How a national cataloguing and information service for audio-visual materials might be set up is outlined in the report of a joint feasibility study for the British Library and the Council for Educational Technology.

The study, which was the product of a service would be set up and how it might be incorporated within the system used by the British Library. It outlines practical steps to a preliminary system which could eventually be developed to the standards of the one now available for books.

The joint study, undertaken by Ms Olivia Fairbrother, the CET investigator, and Mr John Durham, the British Library Technical Consultant, was initiated after the possible for a national library to consider the control of information about materials other than books as part of its responsibility.

It is available from the Councils and Education Press Ltd, 10 Queen Anne Street, London W1M 9LD. Price £1.50.

Continuing education

Continued from page 1

that a new amending and consolidating statute should be delayed much longer.

"But a total redecking of the law is imperative if and when a new consensus about such a religious education and voluntary sector, which was fundamental ingredients of the 1944 settlement."

Timothy Raison "The New Partnership", an essay on the national administration in Bedford Square Press, £2.50.

NEXT WEEK

Ken Gosling on OU success
Jeremy Clift on international relations
Margaret Boden reviews books on artificial intelligence

£2,000 advertising convention breach

by Annabel Ferriman

North East London Polytechnic is ignoring a recommendation of the Committee of Directors of Polytechnics that their members should not advertise their courses nationally.

The Polytechnic this week bought over £2,000 worth of advertising space in national newspapers.

A convention, along the lines proposed by the universities, was operated by the committee earlier this year in an attempt to prevent competitive publicity and to put the polytechnics' advertising bill.

Instead it sent out a course supplement with the summer edition of its magazine *Focus on Polytechnics*, describing courses on offer. The cost of the supplement was approximately £100 per annum. The polytechnic had had no harmful effects since last year's intake, at 11 per cent higher than the year before, was the highest ever.

All the polytechnics agreed to support the supplements, five copies of which were sent out with *Focus* to each of the 16 polytechnics. 22 have supported the idea of an advertising convention. Four of the remaining eight have indicated that they are unlikely to depart from its spirit.

The polytechnics of Newcastle, Teeside, Sheffield and North East London, however, have all stated that they do not feel they can be bound by it.

NELP, in particular, has been advertising widely, taking two and three columns in three Sunday newspapers this week and two double columns in a national daily.

June Chapman, the polytechnic's publicity officer, said the decision to continue advertising was taken after consultations between the directorate, the academic board, the deans of faculties and the public relations unit. It was felt that the CDP's attitude was rather a "negative one".

Miss Chapman added that the polytechnic was spending 20 per cent more on advertising this year because costs had gone up, not because the volume was being increased. The effect of the advertisements were not monitored.

Mr Peter Flowerday, secretary to the CDP, said that attempts to monitor the effects of the corporate advertising had had very variable results, so that no very firm conclusions had been possible. But it was obvious that the cessation of most competitive advertising and the use of corporate advertisements had had no harmful effects since last year's intake, at 11 per cent higher than the year before, was the highest ever.

Complete end to tuition fees sought by AUT

by Frances Gibb

Proposals for increased tuition fees should either be abandoned by the Government, or else a feasibility study should be made into ending the fees system altogether, the Association of University Teachers has said.

In its memorandum to the Secretary of State for Education and Science on the latest proposals for tuition fees, the AUT says that increased fees would do irreparable harm to higher and further education, and to the universities in particular.

But if the fees were abolished altogether, an enormous amount of unproductive and expensive bureaucratic effort would be saved.

"Home and overseas tuition fees could be kept in line, at nil, and impending difficulties within the Common Market would for once be avoided in advance", the AUT says.

"At the same time damage to university research could be avoided", it says.

If the Government cannot without drawing the feasibility of ending the fees system altogether, the AUT says, postgraduate fees should remain at their present level, and if the number of research council grants is in danger of dropping it should increase the cash limits for the research councils.

It also urges the Government to look at particular groups of students adversely affected by the increases, such as mature students

or those who have to repeat a year for good reasons.

The proposed rise for all students has been dressed up as the removal of discrimination against the overseas students. But in effect it is directed against them and is damaging to the student body as a whole, the AUT says.

British students most likely to suffer are postgraduates. There are likely to be fewer postgraduate studentships, even if compensation is given to research bodies, and firms will not be able to sponsor as many students. Research will also suffer.

If, as is likely, the number of overseas students and British postgraduates falls, the total university income from fees will decrease and the associated parental income tax allowances will be abolished.

The cost to public funds would be minimal and the benefit to student motivation and to the economy enormous.

The Government has proposed that from 1977/78 all undergraduate fees should be £650 a year. This September they will be £180 a year for all home students, under-graduate and postgraduate, and £416 for all overseas students.

Compulsory further education suggested by Labour MPs

Two Labour MPs have suggested that young people should be forced to stay on in further and higher education as a way of reducing the country's workforce.

In the long run, they argue, the problems of unemployment and a shrinking workforce can be solved only by a redefinition of the boundaries of work, education and leisure.

In a recent article in *The Guardian*, Mr Ivor Clements (Luton, E) and Mr George Rodgers (Chorley) argued that increased industrial investment could reduce the number of jobs for the available workforce.

In addition technological change would allow fewer hours to be worked without a reduction in pay levels or less production.

Several conclusions followed from this. First, a high level of employ-

ment in the public sector, in education or social work, should be viewed positively. As fewer people are required to produce material wealth, an increasing share of the workforce could do "more satisfying" public service work.

Second, the authors argue that the workforce could be reduced in size. The retirement age could be reduced and more people kept in education. At the same time the importance of work in people's lives ought to be diminished.

The authors say that increased investment and economic recovery should not be seen as solutions for the problem of unemployment.

Work in its narrow sense needs, of course, to be done, but we need to look far more closely at the work that people are required to do and to see work as only one part of life, and not the be-all and end-of-it.

Clearing house for social work courses

A clearing house for students applying to Certificate of Qualification in Social Work courses in universities and colleges is to be set up. The scheme will be administered by the Central Council for Education and Training in Social Work and

will cover all qualifying courses. The CCETSW had previously run a scheme for postgraduate courses alone.

Course applicants will be charged £3 for the service which will start in September for the academic year 1977-78.

WANDERER HOLIDAYS IN SPAIN AND THE BALEARICS 2 weeks from £59

- * Return flights and hostel or pension accommodation vouchers.
- * Fly direct from Gatwick or Luton.
- * 7 or 14 night holidays in Majorca, Ibiza, Northern and Central coastal Spain, plus Minorca, and Southern coastal Spain from Luton only—all at unbelievably low prices.
- * Guaranteed final prices from now until mid-September, from £55 for 7 nights, £59 for 14.
- * Book now. See your travel agent or ring 01-389 2390.

THOMSON WANDERER HOLIDAYS

ATOL 152BC

Happiness in owning a home

by Frances Gibb

The Royal Town Planning Institute has withdrawn recognition of Heriot-Watt University's MSc in town and country planning as a qualification carrying exemption from the institute's final examinations.

The withdrawal followed a routine visit by the RTPI to the university earlier this year. The report which followed was critical of the content and organization of the two-year course.

Letters have been sent to the 10 students due to start the course in September telling them that although revision of the course is underway, the present course is longer carries exemption from the professional examinations. Students already on the course will not be affected.

In a recent statement, the university said that the academic validity of the course continued to be recognized by the Social Science Research Council, which has allocated to it five postgraduate studentships.

The situation was not unusual, it said. "Various universities have courses which do not lead to exemption from examinations of the rele-

Heriot-Watt MSc loses exemption recognition

by Frances Gibb

The Royal Town Planning Institute has withdrawn recognition of Heriot-Watt University's MSc in town and country planning as a qualification carrying exemption from the institute's final examinations.

The withdrawal followed a routine visit by the RTPI to the university earlier this year. The report which followed was critical of the content and organization of the two-year course.

Letters have been sent to the 10 students due to start the course in September telling them that although revision of the course is underway, the present course is longer carries exemption from the professional examinations. Students already on the course will not be affected.

In a recent statement, the university said that the academic validity of the course continued to be recognized by the Social Science Research Council, which has allocated to it five postgraduate studentships.

The situation was not unusual, it said. "Various universities have courses which do not lead to exemption from examinations of the rele-

vant professional institutes but are valid as courses for those not necessarily intending to enter the profession concerned."

The institute's report was confidential, but it is understood that one suggestion was that the course should have more options.

Proposals for reorganization of the course are now under consideration and will be submitted to the faculty board in September. So far, staff in the department have failed to agree over what the content should be. A university spokesman said it was fairly certain that if modifications were carried out the course could carry exemption again by next Spring.

The university has agreed that a request from the honorary president of the students' association for a full public inquiry should be considered by the joint finance and general purposes committee in September.

The MSc course had been undergoing reorganization for some time before the RTPI visit. The dispute in the department over its content and organization reflects a wider struggle in planning departments over whether courses should be general or specialist.

... Exactly how jazz music is made

by Douglas Morrison

Dizzy Gillespie, one of the world's greatest jazz musicians, has begun a project for teaching in music schools in America. He is making a series of 30-minute cassettes demonstrating points of trumpet technique and analysing recordings made by other great jazzmen, particularly some of those, like the late Charlie Parker and Coleman Hawkins, with whom he helped create the influential bebop style in the mid-1940s.

He wants young people to be educated to understand the importance of this kind of music, which

in the surveys, most public schools with housing were high-scoring, low-scoring and those not having the subject in their curriculum. In a kitchen or bathroom, for example, the sound of a municipal dwelling in the north of England was recorded.

The survey unit's paper list of the areas in which sound could be heard in the home, for example, the sound of a kitchen or bathroom, for example, the sound of a municipal dwelling in the north of England was recorded.

It was the job of education to express the essential nature of pluralist societies; that they must be culturally, ethnically and religiously pluralist as well as socially. Broadcasting had a vital role to play in this, he says.

The report, *Education for Adult Immigrants*, edited by Mr Stock and Mr David Howell, of the Schools and Further Education Department of the British Council, contains all the papers given at the conference, which was jointly organized by the British Council and the NIAB in January.

Other themes emerging from the papers were the need for educational programmes to be related to the needs of immigrants with the emphasis on everyday situations, and the importance of cooperation between the countries involved.

The *Education for Adult Immigrants*, the National Institute of Adult Education, 35 Queen Anne Street, London W1M 0BM. Price £1.25, post free in United Kingdom.

has influenced almost every jazzman of standing since it began.

"What we played will be recognized as the classics of the future," he said in London last week. "The music of Charlie Parker and Coleman Hawkins will last as long as that of Beethoven and Mozart, because it is based on the fundamentals of good music that people always respond to."

Although he has turned down numerous offers to take up full-time teaching, some institutions will, in the future, be in the fortunate position of employing Professor Gillespie. "I really like teaching," he said, "but I enjoy playing too much."

One institution which will receive serious consideration is Dartmouth College, New Hampshire.

He has been developing his ideas of teaching methods that will cope with the jazz idiom, and believes that a new system of notation, different to that now used, will be developed. He already has in mind a system for percussion.

Another project is the development of a network of leading jazzmen who would be willing to take teaching appointments around the world on a long-term basis, then many, Mr. Gillespie said.

Teaching the way to pluralist society

The need to educate the public about the problems of adult immigrants was one major theme to emerge from an international seminar on education for adult immigrants, the report of which is published this week.

Writing a conclusion to the report, Mr Arthur Stock, director of the National Institute of Adult Education, says: "Many of the difficulties encountered by immigrants in their new country are the product of ignorance and uninformed prejudice."

Richard needs someone as convinced as I am, and general help" to enable him to complete his final year, as an undergraduate. He cannot speak, and communicates with a pointer attached to his forehead and a letter-board. His helper would live in a room next to Richard's and assist him to wash, dress, get on and off the toilet, and get about the campus in his wheelchair. The helper would receive a wage of £14 a week.

Richard's parents, who have found him a room in a room next to Richard's and assist him to wash, dress, get on and off the toilet, and get about the campus in his wheelchair. The helper would receive a wage of £14 a week.

But his helper must be a "particular kind of person" with a lot of dedication, because the nature of the work is "very demanding."

It is "very much a full-time job," Mr Smith said. In the past Richard's helpers—found through Community Service Volunteers—have usually been assisted by one or two part-time helpers, so that they can have some free time.

Mrs Gomm said that if necessary either she or Richard's father would go to York to assist him until a helper could be found. She will not let Richard forego the rest of his course.

Fall in A level science continues

The decline in the number of schoolchildren who specialize in science at A level is continuing at an accelerating rate, according to figures for school leaving qualifications issued by the Department of Education and Science last week.

The proportion of sixth formers who take arts or social studies A level has remained roughly constant in recent years, and there has been some growth in the numbers of those with a mixed bag of science and arts A levels.

The DES figures show that private and grammar schools remain the most important feeders of higher education colleges and universities. In 1974/75 half of grammar school leavers, about 25,000 pupils, went on to full-time further education. Nearly one in three from direct grant and public schools entered degree or social studies A level.

The same trend is shown in the figures for A levels.

Breaking down the school leavers by areas, the DES found that the South East outside London, with East Anglia and the South West, were proportionately most successful in sending pupils to further education courses.

AUT takes two universities to arbitration

Two universities are being taken to arbitration by the Association of University Teachers on issues concerning pay and salary structures. The cases involve Manchester University with the University of Manchester Institute of Science and Technology, and the Open University. They are expected to go before the Central Arbitration Committee in the autumn.

The case involving the Open University is unusual in that while the AUT is officially taking the university, as an employer, to arbitration, the dispute is, unofficially with the Department of Education and Science and the AUT has the Open University's sympathy.

At stake is whether the 5,000 part-time tutors and counsellors employed by the Open University are entitled, as are other university part-time staff, to pay increases proportionate to those awarded to full-time staff by the arbitration tribunal.

The Open University proposed an increase in part-time pay last July which would be comparable with the full-time pay increases. But it was told by the DES that this would be a breach of the pay policy.

This ruling was contested by the university on the basis of a University Grants Committee circular last year saying that part-time staff should get increases comparable to those given to full-time staff. But the DES was upheld by the Advisory, Conciliation and Arbitration Service.

The case involving Manchester University and UMIST is over wider salary structure the 111 experimental and senior experimental officers at the two universities should be on.

In 1974, certain national salary structures were set up to cater for staff whose scales were linked to those of university teachers. These included the "research and analogous grades" structure and the "other related grades" structure.

Manchester has placed its experimental officers within the second category, but the AUT believes that they should be in the first, on the grounds that they work with university teachers on research.

It argues that, while the pay would not be significantly different if the change were made, promotion prospects would be better.

New postgraduate course guide

The Council for National Academic Awards has published a directory of all its postgraduate courses as a companion volume to its directory of first degree courses. Both will be published annually and give details of the content and organization of each course as well as entrance requirements. They are available free from CNA, 344/354 Gray's Inn Road, London WC1X 8BP.

Lakes and Mountains

SAVE £10 BY BOOKING NOW!

ALL PRICES GUARANTEED FINAL!

FROM LUTON

- 7 nights in Austria departing 2nd, 9th, 16th and 23rd September. NOW from £30.
- 11 nights in Austria departing 19th September. NOW from £103.
- 7 nights in Switzerland departing 21st and 28th August, 4th, 11th and 18th September. NOW from £113 (half board).
- 7 nights in Romania departing 25th September and 2nd October. NOW from £121.
- 4 nights in the Rhine Valley departing 3rd, 10th and 17th October. NOW from £76.
- 3 nights in the Rhine Valley departing 30th September, 7th, 14th and 21st October. NOW from £64.

See your travel agent NOW or ring 01-388 2021.

THOMSON HOLIDAYS

ATOL 152BC

مكتبة الأصل

Small is beautiful despite cuts

Architects in education, as in public housing, constantly complain that Government-imposed cost limits now bear down on them as severely as they do on the visual quality and the durability of the buildings they are designing.

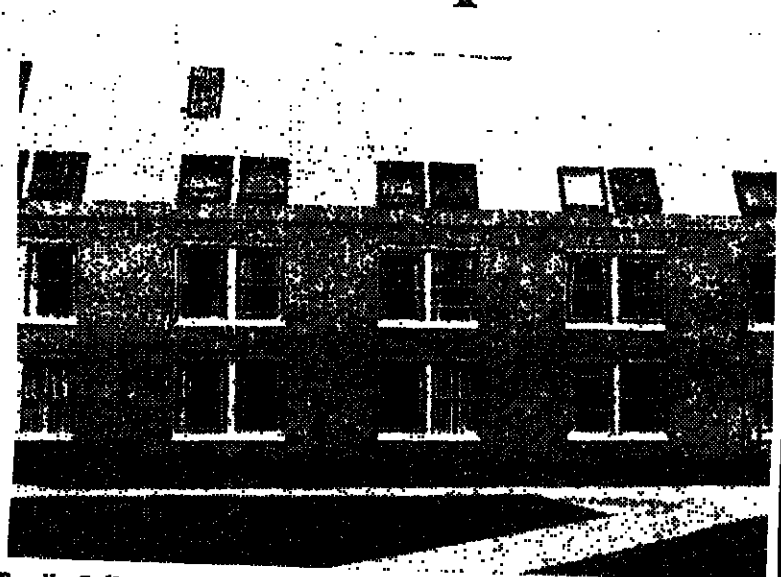
In this season of the budgetary pruning knife, therefore, it is encouraging to find in Lancaster University's two newest colleges buildings which, though designed to the tightest University Grants Committee limits yet, are arguably the handsomest residential blocks on the campus.

Crescades and Pendle colleges stand at the southern end of the footpath that is the spine of the Lancaster campus, and for economy's sake share a "gateway" building containing porterage, administration, some social facilities and continuing the Lancaster system of scattering teaching accommodation among the colleges as an area for teaching and displaying the visual arts.

The colleges, though close together, each form a physically separate building. Pendle contains 231 single study bedrooms, eight two-person flats (for married students) and one staff flat; Grizedale, which is E-shaped, has 240 study bedrooms and eight flats.

Though the share of social/teaching block is £1.2m, the average cost per study bedroom was an extremely tight £1,800. It had to be if the buildings were to meet the UGC requirement that, excluding its grant, revenue must cover the cost of loan finance. If that condition had not been met the UGC's subsidy would not have been forthcoming.

How have the architects, Shepherd, Epstein and Hunter, kept within this effective limit and yet produced such handsome buildings? Partly by reducing the size of study bedrooms to what Peter Hunter regards as the absolute minimum—about 90 sq ft; partly by cutting down on internal finishes, for instance, paint on brickwork replaces plaster as the only wall covering; and in the corridors there are no false ceilings to shield sensitive eyes the tangle of pipes and



Pendle College at Lancaster University

wires which would normally be hidden.

But externally, though the materials they have used are relatively simple and cheap—honey-coloured Lincolnshire brick for the bottom two storeys, asbestos slate for the remainder—upper storeys, and rendered concrete blockwork for penthouse water-tanks, they should paradoxically need less maintenance than more expensive materials. This pleases the college authorities, who have to meet maintenance out of their own internal budgets.

The overall effect is to continue the general Lancaster pattern of yellow brick lower storeys with white penthouses—what painter Gabriel Epstein calls "cake with whipped cream topping". Yet it has also produced buildings with shapes, thanks in large measure to diagonal corners, and variations in roof line and arrangement of windows.

Internally, too, the rooms in the attic upper storeys, which include the flats for married students,

may not be spacious but they certainly have character. In spite of cost stringency, the architects have managed to continue their system of covered walks, here managed with an almost oriental lightness.

First reactions from the residents showed some criticism of light space standards and included complaints about poor noise insulation—the result of having painted rather than plastered and painted economy made internally can, when college funds allow, be put right without much fuss.

The students generally liked the appearance of the buildings and their arrangement round courtyard, particularly at Pendle.

The two residences continue the campus practice of providing a well-equipped kitchen/laundry in the case to every six students (in this case to every six students) to facilitate self-catering. Yet in spite of tight cost limits, the architects have not had to cut down on the common social facilities—bars and common rooms and the like—which are essential to an effective, modern collegiate system.

How to stop jet-age Britain catching rare tropical diseases

"Tropical diseases are not exclusive to the tropics. Nowadays an infected person may board a plane in the Far East and watch three football matches before his condition is diagnosed. The school is dealing with something that affects us all."

The truth of these words with which the chairman of the Liverpool School of Tropical Medicine concluded his annual report for 1975 has once again been brought home to the public by the recent Lassa fever scare, in which one man is believed to have made over 75 contacts before he was found to be harbouring the virus.

The Liverpool School, founded in 1898 by merchants of the City of Liverpool, is one of three main centres in Britain for the identification of tropical diseases. At the Department of Defence's microbiological station at Forton Down a special high security unit has facilities for identifying the most dangerous diseases from the tropics, and it is there that samples are sent to establish whether or not a patient is suffering from Lassa fever.

To the Liverpool School and its London counterpart falls the task of checking whether any other diseases, such as malaria, may be responsible for the patient's symptoms. Analyses are made under totally safe conditions at the Liverpool School, with the cooperation of the university's department of microbiology.

Jet age communications mean that there is a growing demand for this sort of service, but like many of his colleagues in this field, Professor Wallace Peters, dean of the school, is concerned that the medical profession is not yet sufficiently aware of the need to be on the look-out for diseases from abroad.

Despite publicity from the Department of Health and Social Security, and in the medical journals many have still not making a regular habit of asking their patients if they have recently been in a country where possibly a few cases in the Liverpool area of public health turn up at their doctor exhibiting flu-like symptoms, fall to mention that they have just come back from, say, West Africa, and who ultimately turn out to be suffering from a more serious condition. Sometimes expert advice is called on too late.

The school's service to the general public is not limited to diagnosis alone. Hospital treatment is provided for sufferers from tropical diseases (except those requiring isolation) and regular clinics are held for those with parasitic diseases and those requiring immunisation before visiting the tropics. The school also helps to disseminate laboratory expertise in DHSS laboratories throughout the country by running courses for laboratory technicians.

However, it is not only the clinical side that is flourishing. "I am often asked how in a post-colonial age, there is still a need in this country for the existence of such a school. I can only answer that ever before in all three areas of our work—teaching, research and consultancy."

"We are getting more and more applications for our courses both from students from non-tropical countries about to go abroad and from those in the more sophisticated knowledge. We spend an increasing amount of time as consultants to governments and international agencies. We are now setting requests from the new rich countries, such as Saudi Arabia, seeking advice on setting up teaching units and hospitals."

That the school is more than ever necessary to world medicine is borne out by the fact that the Ministry of Overseas Development is currently planning the building of an additional wing to house its newest department—of tropical paediatrics and child health. The ministry's grant of nearly £500,000 covers not only a substantial part of the building costs, but also provides support for the running costs for the first seven years.

Once in its new premises the department, thought to be the only one in the world specialising in the urgent problem of child health in the developing countries, will expand its already healthy research programme.

The school's 70 odd staff are

grouped within five other departments in addition to child health, tropical medicine, medical entomology, parasitology, and veterinary pathology. The teaching programme is essentially postgraduate, though exceptions being made for the annual instruction given to the university's medical students. "All in all," says Professor Peters, "the school is a very busy place."

The school offers postgraduate diploma courses in tropical medicine and hygiene, in tropical child health, a certificate in tropical health, a widely based MSc course in applied tropical medicine, and a veterinary science degree, and a master's degree of community health.

Of these courses the largest established, set up in 1960 to train doctors destined for the tropics, is the diploma in tropical medicine and hygiene. It lasts three months and is attended each year by some 130 doctors. It has a very busy developing course, and tries now predominance.

The school's newest academic course is the multi-disciplinary master's degree in community health. Described as "unique" by Britain and Europe and possibly the world, it is designed entirely for personnel in the development of the world.

During the year-long course students spend three months in operational research abroad. In 1975, for example, the 10 students, whose countries of origin were Nigeria, Sudan, the Congo, Indonesia, Malawi, Afghanistan, the Democratic Republic of the Congo, and the United Kingdom, did their field work in two of these countries.

The school's research programme reflects the wide range of experience that exists in the six departments. Projects are carried out in many countries and abroad. A broad survey of the department of tropical medicine, in conjunction with the Nigerian Research Council, is currently being carried out in Northern Nigeria. A similar project is being carried out in the Democratic Republic of the Congo, in conjunction with the Ministry of Health and Social Security.

Substantial research is being done on river blindness (Onchocerca) with the department of entomology looking at the genetic control of the parasite. A broad survey of the department of parasitology is working on the epidemiology of Filariasis—the commonest of diseases of which river blindness is one.

As one might expect in a school which has its first lecturer awarded the Nobel Prize at the end of the century for his work on the transmission of malaria, the department of parasitology, of which Professor Peters is head, is very much interested in chemotherapy and is currently looking at the problem of drug-resistant malaria from the point of view, while the department of entomology is researching the genetic control of the parasite.

More than a third of the staff are abroad at any one time, working on research, advising governments and international bodies such as the World Health Organisation. They are working in Papua New Guinea, Nigeria, Ghana, Nepal, Brazil and elsewhere.

While time back in Liverpool is accordingly so precious, it is with regret that Professor Peters views the "disproportionate amount of time" they have to spend trying to find money to keep the school moving forward.

While it is affiliated to the University of Liverpool and its staff are members of the income committee, the necessary Grants Committee from the University Grants Committee. The rest has to be found from independent sources, despite the fact that the school's work in all aspects is flourishing as never before. As Professor Peters says, "it is a climate, as Professor Peters says, continuing struggle to make ends meet."

Marian Blakely

Don's diary

Monday

Always a bad day and this is no exception. There are, of course, certain compensations at this time of the year. The Metro is just about bearable now that the Parisians are out of town, killing and mutilating themselves hideously in an effort to claim a few square centimetres of sand, shingle or rock. At least one can make one's point, without being accused of assault and indecency by some overzealous matron. Even so, there's no peace for the damned. Across the foetid, garlicky may of underground humanity waits an American voice—bravely, bravely and utterly out of tune.

I love Paris every moment, of the moment, of the moment, of the moment. I would be had enough in a subway train at midday. At 8 am it is an outrage.

Arrive at Dauphine University. Gates closed. The building, hideous for several hundred years, is a strange Quasi-modern object scuttles over, brandishing keys and crying out in a cracked voice, "Arrive, arrive". Bully for him. Research beckons.

Tuesday

One of the problems of Paris in August is that the university administration seems hell-bent on preventing that which August is best suited to, namely, work. It is one of the few months of the year in which you can assess those theses which have been waiting for a month at least and catch up on what is going on in the crazy world of educational research.

In other months, if colleagues are to be believed, the whole area is alive with wild bands of black-hatted fascists coming to take over the university. With the rumours of demonstration and counter-demonstration, the difficulty was how to get out of the place, particularly when rumours were rife that the Left was going to defend the university by dispatching its red-helmeted members to keep out the black.

Now, when Right and Left have departed to turn their respective hides the same colour, the problem is how to get to bed, when you do, the scene is reminiscent of some descent into the shades, not a light anywhere, Stygian gloom and darkness overall. Some suggestion is made that we should rope ourselves together and proceed like the

blind beggars in the Breughel painting. Fine. But what happened to them? Suggestion withdrawn. Each crawls along the wall, capping now and then with his fingers.

Wander around the quarter, having returned from the Institute. It is amazing how much it has changed since the first time I was out of town. Killing and mutilating themselves hideously in an effort to claim a few square centimetres of sand, shingle or rock. At least one can make one's point, without being accused of assault and indecency by some overzealous matron. Even so, there's no peace for the damned. Across the foetid, garlicky may of underground humanity waits an American voice—bravely, bravely and utterly out of tune.

Thursday

A good day. Writing, especially when working to a deadline, can be really exhilarating—provided, of course, that there are no interruptions and one has slept well the previous evening. But last night, for the third night in succession, I was awakened by what can only be described as a puzzle. Today, however, the uproar is so incredible that it echoes and booms through the little courtyard—tiny cries, screeches and grunts.

Since this part of the block is empty, its inmates having fled before the burden of tourists, this is indeed a puzzle. Today, however, I have managed to crack the mystery. Following the best recommendations of Sherlock Holmes combined with the precepts of Hercule Poirot (though he was a Belgian), I review the several-century partial someone has just installed, in remarkably evil taste, a bright and garish neon sign. A kind of electronic nameplate. Rather saddening.

Wednesday

Telephone call from the Commission at Brussels. Can I come over some time soon, preferably the day after next, to discuss the new review on graduate unemployment in the Nine? Frantic scratching around in already overfull diary. Impossible. Have to return to London this weekend to check references in the British Museum. Monday then? That means flying back to Brussels and taking the Trans Europ Express to Paris later in the day. Discussion of the general situation and approach, not to mention the documents they have, will have to be dealt with between airport and station. All on a Monday too.

Rest of the day taken up with a general "brain storming session" to see how to get to bed, when you do, the scene is reminiscent of some descent into the shades, not a light anywhere, Stygian gloom and darkness overall. Some suggestion is made that we should rope ourselves together and proceed like the

pitfalls for the unwary. For instance, a project that is perfectly routine, albeit in the context of one country, is often a political bombshell in another.

On the other hand, to undertake research that simply legitimises decisions on the point of being taken is not the Institute's task. The line between the tedious and the potentially explosive is extremely narrow in the realm of international research in education. It needs careful consideration of things which in other circumstances might almost fall into the domain of diplomacy. If national research demands of monk and publicity man, international research requires the equally improbable combination of scientist and diplomat.

Friday

The report I am preparing on universities and regional development is coming along well. Another chapter finished, at least provisionally. The question is now how to ensure some unsuspecting creature in the nearby offices into looking at it before I send the thing over to be typed? This is extremely difficult. Even those whom you know to be endowed with extraordinary slowness suddenly to be working. As for those who are working... The answer, of course, is to make a rapid appraisal of their report or latest article or treatise in this massive investment in time, concentration and effort against that which they will devote to yours. A kind of "you-look-at-mine-and-I'll-look-at-yours" principle.

As a result of Wednesday's all day brain storming, the door opened to an incredible mass of minutes, proposals, agenda, propositions, counter propositions, outlines, submissions, programmes, memos, reminders and sundry other suggestions—all neatly typed and Xeroxed and crumpled into the room.

Obviously, our work-out session has not stopped someone from doing his worst. Unfortunately, the greater part seems relevant. Halfway through this towering mass, a telephone call from London. Have I heard about the House of Lords and an incredible Tamagotchi case? Long explanation follows. From France the palava reads like an English bedroom farce. No education please we're British.

Besides, such a policy adds to that little sense of sin that is necessary to keep up Paris's otherwise flagging image de marque, and to give the tourists that delicious frisson d'horreur. Thus, all is for the best in the best of all advanced liberal democracies. Answer: because education was already centralized, and because a two-star general, an ex-lycée teacher and a chef de Cabinet had the power to make and implement authoritative decisions about education. They agreed that an industrially competitive France could no longer afford an education system that, although secular and scientific, remained dependent on the premature selection of an élite about education. They agreed that a necessary followed on their decision because the gentlemen concerned happened to be Charles de Gaulle, Georges Pompidou and Jean Capelle who lived to tell the tale.

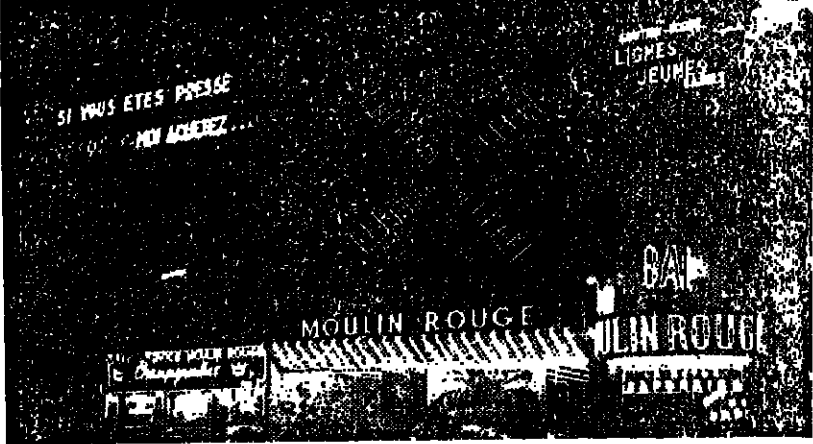
A good 90 per cent of the arguments now presented against comprehensive schools in the United Kingdom depend on the hoary old technique of the spurious correlation or the bad syllogism. Logical idiosyncrasy, but emotionally effective. Comprehensive education equals progressive education, (an assertion that should be researched some day), progressive education equals lax methods of teaching, lax methods of teaching equals truancy and indiscipline; therefore comprehensive education equals truancy and indiscipline.

The reasoning is enough to make any first-year philosophy student rock on his heels with mirth.

10.53 pm. This is a declaration of war. My landlord, his agent, his minions far from closing the windows of his palace of celluloid lust, has thrown them wide open. No two ways about it, I shall give him my notice and my high displeasure in the morning, and find other accommodation, as far as possible, from audio-visual Sodom and Gomorrah.

Guy Neave

The author is at the Institute of Education of the European Cultural Foundation in Paris.



Paris: a little sense of sin to keep up the flagging image.

Here, the decision to change to the "all in" school (the *Collège d'Enseignement Secondaire*) was taken in 1963 and virtually completed by 1974. "How?" Mr Mulvey might well ask. Answer: because education was already centralized, and because a two-star general, an ex-lycée teacher and a chef de Cabinet had the power to make and implement authoritative decisions about education. They agreed that a necessary followed on their decision because the gentlemen concerned happened to be Charles de Gaulle, Georges Pompidou and Jean Capelle who lived to tell the tale.

A good 90 per cent of the arguments now presented against comprehensive schools in the United Kingdom depend on the hoary old technique of the spurious correlation or the bad syllogism. Logical idiosyncrasy, but emotionally effective. Comprehensive education equals progressive education, (an assertion that should be researched some day), progressive education equals lax methods of teaching, lax methods of teaching equals truancy and indiscipline; therefore comprehensive education equals truancy and indiscipline.

The reasoning is enough to make any first-year philosophy student rock on his heels with mirth.

10.53 pm. This is a declaration of war. My landlord, his agent, his minions far from closing the windows of his palace of celluloid lust, has thrown them wide open. No two ways about it, I shall give him my notice and my high displeasure in the morning, and find other accommodation, as far as possible, from audio-visual Sodom and Gomorrah.

Guy Neave

The author is at the Institute of Education of the European Cultural Foundation in Paris.

International politics and a degree of understanding

This division in approach still exists today with those, on the one hand, who jealously guard the unity of the subject, and on the other, those who argue that virtually every academic discipline, especially in the social sciences, has its international aspects.

Nevertheless, it was recognition and affirmation of international relations as a discipline with a unity and focus of its own that was to be one of Manning's, and the LSE's, most lasting contributions to the development of the subject.

Few could argue, however, that this development has been in any way ordered or logical. The subject was born because, at a time when the very future of mankind seemed dependent upon mastery of international politics, the ways in which it had been analysed prior to 1914 proved to be inadequate. But the field has not developed in a straight line because international studies have gone off in a variety of directions.

Indeed, in some senses international relations might best be regarded as an "interdisciplinary". This terminology would concede that while the subject is not always considered to be a separate discipline, it does reflect an increasingly disciplined methodology which brings together the contributions of a number of other social sciences in a special way.

While virtually every university

now recognizes international relations as a subject which should have a place in the university syllabus there is little consensus about its exact place in the degree course. At Aberystwyth and University College London, for example, it constitutes a degree course of its own. At universities such as Aberdeen, the LSE, Lancaster, Leicester, Reading and Sussex it constitutes a specialization within a social science, politics, European or social studies degree.

The difficulties of interdisciplinary approaches, as in sport and undergraduate international relations, as an academic subject, is, however, now sufficiently well-established to be identifiable by its distinctive focus and, therefore, not to feel threatened by an interdisciplinary approach, which can deal with problems that cannot be adequately handled in a purely academic setting.

As Professor Goodwin remarks "the potential value of interdisciplinary research in the field of foreign policy studies is particularly marked. Studies of the politics of international monetary relations, of commercial diplomacy, of aid diplomacy all call for an interdisciplinary approach."

For those who like universities to be "relevant" in the sense that they can hardly fail to be attractive.

Jeremy Clift

Ken Gosling reports on his Open University summer school at Nottingham

Up the M1 to a world apart

Open University summer school, University of Nottingham, week G3 ranged in red on front of student handbook. Safely arrived at D101—"Making Sense of Society"—with two other summer schools behind me (A100 Norwich, A304 Cardiff).

School handbook offers invaluable advice which I find is invariably never taken. "The summer school," it says, "offers a variety of other activities—some purely social—in which you may wish to participate."

What to come, it goes on, may be a harmless sing-song after the bar has closed may be a sleep-preventing and even frightening to those to others. CONSIDERATION FOR OTHERS, it trumpets, is the order of the day.

Try bar on first night—all dozing, classes in hand, before colour television, memorized by Olympians. No sing-song, but disco is promised for Thursday evening. Course director is rumoured to be tight on what he has closed may be a sleep-preventing and even frightening to those to others. CONSIDERATION FOR OTHERS, it trumpets, is the order of the day.

Kept awake most nights by heavy discussion group in kitchen on next day, and feel sorry for regular students who have to suffer such recollections—perhaps more so.

Endless queuing for registration, meals, coffee, tea and—most essential for claiming travel expenses—attendance certificate at end of week.

D101, students—distinguishable from others because not wearing white—conts are divided into modules, one on housing, another on sex and gender (male, heavily outnumbered), exchanged, heavily marked and expect work from the one) and simulation of international

routine a fairly rigid 9.5-3.30; have to fit in library exercise to prove you know how to use one. Instructors read, "First find your library," not a difficult task on well-signposted but sprawling Nottingham campus.

By day three a tightly knit, oddly cut-off community develops. Papers available, but few seem to relate to totally different world, not our clustered one.

Have by now met David who has decided to grow moustache to surprise us when he gets home. Only problem is the colour; he is partially blind and other members of group indulge in gentle leg-pulling, telling him it's grey.

He is young, about 30, and thinks it is probably ginger. Actually, it is brown. David has enough vision to see classes and be able to carry tray from self-service to table without accident—more than can be said sometimes for sighted students.

Day four, and David is shattered by phone call from home saying wife has miscarried but wants him to stay on when he gets home. Only problem is the colour; he is partially blind and other members of group indulge in gentle leg-pulling, telling him it's grey.

He and rest of us go to Thursday disco by lake. Tutors prove themselves in search of prey.

Next day David's group is last to do Nottingham tour by coach for times to give prepared war reports. David not keen to go after very late night. "It's not so much I would half-seriously," he says, "I only half-seriously."

Courage and tenacity of purpose of Open University disabled never ceased to impress me. Ring Wilton

Hall and they tell me they have 520 on books and employ staff of 121 full-time helpers for them. They arrange special diets, ground-floor rooms, facilities for wheelchairs, "eyes" for blind students.

End own week with international situation game, playing out 1909 crisis in Balkans. Army major on said night, before that he will set the world to rights on the morrow. After we are allocated to countries and begin sending messages, one comes from his that he has been swiftly disposed and Cabinet is in state of turmoil. Summer school is great leveler.

Day seven—fill in questionnaire asking what you think of aspects of course. Most people give food a good mark, social life well down flat. Reasons for choosing Nottingham chiefly to do with accessibility—most students here from Midlands and north.

Do quick mental contrast with Norwich and Cardiff and decide these were misleadingly guided by excellent guest lecturers—A. J. F. Taylor, abusive at Norwich, and James Blades perceptive at Cardiff. Came, notable also for long trek to site, everything within easy reach.

Bid farewell, swearing undying Colby and David, drag weary carcass down. Like returning to civilization after week on desert island.

All over for another year and now back to city-gritty of real life, bills, drought-stricken garden, child who always has same question: "Mummy why is daddy going to school again?"

Daddy not sure of answer himself but makes sure that next year (only urgent problem concerning health in the developing countries, will expand its already healthy research programme.

Appointments

Universities

Edinburgh
Promotions (to reader): Dr J. M. Anderson (English language); Dr D. J. H. Brock (human genetics); Dr A. G. Brown (veterinary physiology); Dr R. M. Mitchell (economic history); Dr N. B. Price (geology); Dr J. G. Scuffs (molecular biology). Promotions to senior lecturer: Dr R. Bell (psychology); Dr J. Byrom (architectural history); Dr J. D. M. H. Laver (linguistics); Dr J. D. M. H. Laver (linguistics); Dr A. H. K. Lawson (veterinary pathology); Dr A. C. Riss (ecological history); Dr G. Tennant (chemistry).

Liverpool

Schools relations advisers: Dr Keith Hardwick (history); Dr James Higgins (Hispanic studies).

London

University College
Visiting professors: Prof H. Harris (biochemistry); Dr D. E. C. Everley (environmental studies); Dr R. M. Davies (mechanical engineering). Senior lecturer: Dr Anne E. Warner (anatomy and physiology). Promotions to senior lecturer: Dr L. G. Gibb (chemical engineering); Dr R. A. Gibb (electronic and electrical engineering); Dr G. R. Hayland (physics and astronomy); Dr Sheila J. Jones (anatomy and embryology); Mr J. Longmore (environmental studies).

Mr P. G. Williams (mathematics); Dr J. G. Yates (chemical engineering). Lecturers: Dr D. S. Allan (Scandinavian studies); Dr R. W. Butterfield (geography); Dr C. R. A. Cawthron (chemistry); Dr L. Davies (mechanical engineering); Dr M. J. Geller (Hebrew and Jewish studies); T. H. Gerton (history of art); Dr N. J. W. Harvey (psychology); Dr W. H. House (history of art); Dr A. J. Matus (anatomy and embryology); K. Norman (physics and astronomy); Dr A. Dawn H. Oliver (law); Dr P. H. Richardson (psychology); Dr C. E. F. Rickard (law); Dr Jeanette D. Szostak (law); Dr J. Treglown (English language and literature); Dr G. L. Wrenn (physics and astronomy). Quain student: Miss Judith P. Armitage (biology).

Overseas
Lesotho
Lecturer: Ayl Kwek Amah (African literature and creative writing).

General
Lord Liverpool-Davies has been re-appointed chairman, governing body, of the Centre for Environmental Studies for a further three years. Sir Frank Marshall has been reappointed vice-chairman for a further five years. Dr Martin Meyerson, president of the University of Pennsylvania, has been reappointed international governor for five years.

Dr Samuel Z. Langer, director of the Institute of Pharmacology of the University of Buenos Aires for the last seven years, has been appointed the head of the pharmacology department of the Wellcome Research Laboratories at Beckenham.

Mr Christopher Jolliffe, acting director of the Leverhulme Trust Fund since the death of Lord Jolliffe, is to be director of the trust until September 1977. His post will then be taken over by Dr Ronald Tress at present master of Birkbeck College.

Chairs

Mr Roger Mansfield, lecturer in industrial sociology, Imperial College, London, has been appointed to a second chair in the department of business administration and accountancy at UWIST.

Dr P. A. Parish, senior medical research fellow, medical sociology research centre, Swansea, and Hill visiting professor of clinical pharmacy, University of Minnesota, has been appointed to newly-established third chair in the Welsh school of pharmacy at UWIST.

Grants

Salford
Aeronautical and mechanical engineering—£3,520 from the Ministry of Defence for continued research of long plastic coatings on titanium for propeller coatings against galvanic corrosion and wear, under the direction of Mr D. G. Teer.
Economics, geography and business administration—£2,500 from the REC for continued support of a project on the sensitivity analysis of the forecasts of the production potential of fruit orchards in the community under the direction of Dr P. J. Vincent and Miss J. Haworth.

Chairs

Chemistry in schools and colleges—£1,000 from the Science Research Council for the current on-going debate on the future of in-service education for teachers (INSET), often fail to realize that the atmosphere in which their discussions are taking place has radically changed in the last decade.

For in this time the whole image of the teaching profession has itself undergone a great change which current thinking on INSET must take into account if it is to be accepted and relevant to the teachers in our schools.

Teachers today are becoming more than ever before members of a profession. As with professionals in any walk of life, their involvement is with all facets of their profession, and is not limited solely to the transmission of pre-packaged educational materials.

Chairs

Education will be held at the University of Nottingham from September 18 at Trent Hall, Nottingham. The subject will be from: Jill Rogers, ASSE, 100 Road, Dundee, DD1 4EA, Scotland.

A meeting of the National Association for the Study of the History of Education will be held at the University of Nottingham from September 22-23. The subject will be from: Jill Rogers, ASSE, 100 Road, Dundee, DD1 4EA, Scotland.

Chairs

Education will be held at the University of Nottingham from September 22-23. The subject will be from: Jill Rogers, ASSE, 100 Road, Dundee, DD1 4EA, Scotland.

Chairs

Education will be held at the University of Nottingham from September 22-23. The subject will be from: Jill Rogers, ASSE, 100 Road, Dundee, DD1 4EA, Scotland.

Education will be held at the University of Nottingham from September 22-23. The subject will be from: Jill Rogers, ASSE, 100 Road, Dundee, DD1 4EA, Scotland.

Chairs

Education will be held at the University of Nottingham from September 22-23. The subject will be from: Jill Rogers, ASSE, 100 Road, Dundee, DD1 4EA, Scotland.

Harry Kahn discusses recent changes in approach to in-service training of teachers

so dear to those concerned with initial teacher education will elicit little response from teachers if they are offered as the main diet of in-service education.

Teachers are looking for direct help with the task facing them in the classroom; nevertheless, one must have a theoretical basis for anything more than "tips for teachers". Even the most task-related work in the school has its underlying theoretical basis, and it is right and proper that the appropriate theoretical background should be examined and studied as part of a balanced in-service activity.

At present there is a profusion of INSET activity being offered by a multitude of institutions, mostly on a haphazard basis. The present policies of financial stringency in education combined with the severe cuts in initial training are often leading to a competition rather than cooperation in vying to fill places on in-service courses.

The cry heard from the Department of Education and Science and others is for "rationalization". Unfortunately the bureaucratization usually associated with the process of rationalization in any sphere of life often leads to everyone but the consumers' needs being met and satisfied.

If the clock of INSET is not to be set back by a number of years, three factors must be taken into account in evolving future patterns, and underlying all three factors must be the recognition of the equality of all partners in the policy which eventually emerges.

First plans which seek to coordinate INSET at national, regional and local levels must maintain a considerable degree of flexibility. Patterns of in-service provision must not be allowed to ossify, as the accelerating pace of change will make constantly changing demands on the work of the teacher in the school and classroom.

A systematic approach to plans for INSET must therefore be structured to deal speedily with short-term needs of teachers as well as containing more long-term elements—the system must have the capacity to deal with the needs of teachers for help and when their demands are expressed.

Secondly, those who tutor, lecture, chair and otherwise run INSET activities must be chosen for their suitability, not their availability. If in-service education is to remain credible to teachers then the system evolved by teachers' centres of considering manpower to be another resource and going to the most appropriate persons to resource activities must continue.

This may cause hardship to some of those in colleges of education who are at present looking for new avenues of work as a result of the drastic reduction in college intakes. However the fact that someone is redundant in another sphere is a poor reason for channelling them to INSET work if they do not have the qualifications—practical even more than theoretical—needed to do the different requirements of in-service education.

Thirdly, it is clear that there are a number of agencies who have differing forms of expertise to offer to a pattern of INSET. This expertise can best be utilized if the agencies combine as a "professional network" offering a wide range of experience and resources to the in-service education plans of the region and locality.

This network will include the school, the college of education, the teachers' centre, the polytechnic and the university as equal partners. The decision as to the best location of a particular activity will then be taken on the basis of availability.

resources—and not an out-dated hierarchical conception of the relationships between the providing institutions.

The success which has marked the rapid development of the teachers' centres movement in the last decade and the acceptance of centres by the teaching profession has also been due to their neutrality. Centres and their staffs have no role as assessors of the competence of the teachers who take part in the in-service activities which the centre organizes, and all participants are accepted as equals.

This neutrality may not be as readily obtained in the atmosphere of establishments other than teachers' centres, but it should be aimed at by all providing institutions in the professional network to ensure their credibility in the eyes of the teachers.

The James Report, now almost forgotten, postulated the idea of teacher education as a continuous process from entry to college until retirement. Dr Ray Bolam has given this the title of the Triple I continuum—Initial education, induction and in-service education.

Such a continuum is clearly appropriate in today's climate of teacher professionalism. The philosophy for the third element of the continuum—initial education—will serve to bring all three elements closer together, and will motivate towards bringing teachers and tutors closer in a cooperative system in which universities, teachers' centres, colleges, local authorities and teachers work and combine as equals.

It will also break down many of the artificial barriers which have grown up over the years between institutions and will therefore also lead to improvements in all three elements of the Triple I continuum to the benefit of the country's educational system and the pupils in our schools now and in the future.

The author is secretary of the National Conference of Teachers' Centre Leaders.

Open University programmes August 21 to 27

Saturday August 21	0.05	Open Forum—20—News and Current Affairs for Students and Staff.
7.40	0.06	Mathematics Foundation Course: Part 1: The Real Numbers.
0.07	0.07	Mathematics Foundation Course: Part 1: The Real Numbers.
0.08	0.08	Mathematics Foundation Course: Part 1: The Real Numbers.
0.09	0.09	Mathematics Foundation Course: Part 1: The Real Numbers.
0.10	0.10	Mathematics Foundation Course: Part 1: The Real Numbers.
0.11	0.11	Mathematics Foundation Course: Part 1: The Real Numbers.
0.12	0.12	Mathematics Foundation Course: Part 1: The Real Numbers.
0.13	0.13	Mathematics Foundation Course: Part 1: The Real Numbers.
0.14	0.14	Mathematics Foundation Course: Part 1: The Real Numbers.
0.15	0.15	Mathematics Foundation Course: Part 1: The Real Numbers.
0.16	0.16	Mathematics Foundation Course: Part 1: The Real Numbers.
0.17	0.17	Mathematics Foundation Course: Part 1: The Real Numbers.
0.18	0.18	Mathematics Foundation Course: Part 1: The Real Numbers.
0.19	0.19	Mathematics Foundation Course: Part 1: The Real Numbers.
0.20	0.20	Mathematics Foundation Course: Part 1: The Real Numbers.
0.21	0.21	Mathematics Foundation Course: Part 1: The Real Numbers.
0.22	0.22	Mathematics Foundation Course: Part 1: The Real Numbers.
0.23	0.23	Mathematics Foundation Course: Part 1: The Real Numbers.
0.24	0.24	Mathematics Foundation Course: Part 1: The Real Numbers.
0.25	0.25	Mathematics Foundation Course: Part 1: The Real Numbers.
0.26	0.26	Mathematics Foundation Course: Part 1: The Real Numbers.
0.27	0.27	Mathematics Foundation Course: Part 1: The Real Numbers.
0.28	0.28	Mathematics Foundation Course: Part 1: The Real Numbers.
0.29	0.29	Mathematics Foundation Course: Part 1: The Real Numbers.
0.30	0.30	Mathematics Foundation Course: Part 1: The Real Numbers.
0.31	0.31	Mathematics Foundation Course: Part 1: The Real Numbers.
0.32	0.32	Mathematics Foundation Course: Part 1: The Real Numbers.
0.33	0.33	Mathematics Foundation Course: Part 1: The Real Numbers.
0.34	0.34	Mathematics Foundation Course: Part 1: The Real Numbers.
0.35	0.35	Mathematics Foundation Course: Part 1: The Real Numbers.
0.36	0.36	Mathematics Foundation Course: Part 1: The Real Numbers.
0.37	0.37	Mathematics Foundation Course: Part 1: The Real Numbers.
0.38	0.38	Mathematics Foundation Course: Part 1: The Real Numbers.
0.39	0.39	Mathematics Foundation Course: Part 1: The Real Numbers.
0.40	0.40	Mathematics Foundation Course: Part 1: The Real Numbers.
0.41	0.41	Mathematics Foundation Course: Part 1: The Real Numbers.
0.42	0.42	Mathematics Foundation Course: Part 1: The Real Numbers.
0.43	0.43	Mathematics Foundation Course: Part 1: The Real Numbers.
0.44	0.44	Mathematics Foundation Course: Part 1: The Real Numbers.
0.45	0.45	Mathematics Foundation Course: Part 1: The Real Numbers.
0.46	0.46	Mathematics Foundation Course: Part 1: The Real Numbers.
0.47	0.47	Mathematics Foundation Course: Part 1: The Real Numbers.
0.48	0.48	Mathematics Foundation Course: Part 1: The Real Numbers.
0.49	0.49	Mathematics Foundation Course: Part 1: The Real Numbers.
0.50	0.50	Mathematics Foundation Course: Part 1: The Real Numbers.
0.51	0.51	Mathematics Foundation Course: Part 1: The Real Numbers.
0.52	0.52	Mathematics Foundation Course: Part 1: The Real Numbers.
0.53	0.53	Mathematics Foundation Course: Part 1: The Real Numbers.
0.54	0.54	Mathematics Foundation Course: Part 1: The Real Numbers.
0.55	0.55	Mathematics Foundation Course: Part 1: The Real Numbers.
0.56	0.56	Mathematics Foundation Course: Part 1: The Real Numbers.
0.57	0.57	Mathematics Foundation Course: Part 1: The Real Numbers.
0.58	0.58	Mathematics Foundation Course: Part 1: The Real Numbers.
0.59	0.59	Mathematics Foundation Course: Part 1: The Real Numbers.
0.60	0.60	Mathematics Foundation Course: Part 1: The Real Numbers.
0.61	0.61	Mathematics Foundation Course: Part 1: The Real Numbers.
0.62	0.62	Mathematics Foundation Course: Part 1: The Real Numbers.
0.63	0.63	Mathematics Foundation Course: Part 1: The Real Numbers.
0.64	0.64	Mathematics Foundation Course: Part 1: The Real Numbers.
0.65	0.65	Mathematics Foundation Course: Part 1: The Real Numbers.
0.66	0.66	Mathematics Foundation Course: Part 1: The Real Numbers.
0.67	0.67	Mathematics Foundation Course: Part 1: The Real Numbers.
0.68	0.68	Mathematics Foundation Course: Part 1: The Real Numbers.
0.69	0.69	Mathematics Foundation Course: Part 1: The Real Numbers.
0.70	0.70	Mathematics Foundation Course: Part 1: The Real Numbers.
0.71	0.71	Mathematics Foundation Course: Part 1: The Real Numbers.
0.72	0.72	Mathematics Foundation Course: Part 1: The Real Numbers.
0.73	0.73	Mathematics Foundation Course: Part 1: The Real Numbers.
0.74	0.74	Mathematics Foundation Course: Part 1: The Real Numbers.
0.75	0.75	Mathematics Foundation Course: Part 1: The Real Numbers.
0.76	0.76	Mathematics Foundation Course: Part 1: The Real Numbers.
0.77	0.77	Mathematics Foundation Course: Part 1: The Real Numbers.
0.78	0.78	Mathematics Foundation Course: Part 1: The Real Numbers.
0.79	0.79	Mathematics Foundation Course: Part 1: The Real Numbers.
0.80	0.80	Mathematics Foundation Course: Part 1: The Real Numbers.
0.81	0.81	Mathematics Foundation Course: Part 1: The Real Numbers.
0.82	0.82	Mathematics Foundation Course: Part 1: The Real Numbers.
0.83	0.83	Mathematics Foundation Course: Part 1: The Real Numbers.
0.84	0.84	Mathematics Foundation Course: Part 1: The Real Numbers.
0.85	0.85	Mathematics Foundation Course: Part 1: The Real Numbers.
0.86	0.86	Mathematics Foundation Course: Part 1: The Real Numbers.
0.87	0.87	Mathematics Foundation Course: Part 1: The Real Numbers.
0.88	0.88	Mathematics Foundation Course: Part 1: The Real Numbers.
0.89	0.89	Mathematics Foundation Course: Part 1: The Real Numbers.
0.90	0.90	Mathematics Foundation Course: Part 1: The Real Numbers.
0.91	0.91	Mathematics Foundation Course: Part 1: The Real Numbers.
0.92	0.92	Mathematics Foundation Course: Part 1: The Real Numbers.
0.93	0.93	Mathematics Foundation Course: Part 1: The Real Numbers.
0.94	0.94	Mathematics Foundation Course: Part 1: The Real Numbers.
0.95	0.95	Mathematics Foundation Course: Part 1: The Real Numbers.
0.96	0.96	Mathematics Foundation Course: Part 1: The Real Numbers.
0.97	0.97	Mathematics Foundation Course: Part 1: The Real Numbers.
0.98	0.98	Mathematics Foundation Course: Part 1: The Real Numbers.
0.99	0.99	Mathematics Foundation Course: Part 1: The Real Numbers.
1.00	1.00	Mathematics Foundation Course: Part 1: The Real Numbers.

Sunday August 22	7.40	Technology Foundation Course: Part 1: The Real Numbers.
0.01	0.01	Technology Foundation Course: Part 1: The Real Numbers.
0.02	0.02	Technology Foundation Course: Part 1: The Real Numbers.
0.03	0.03	Technology Foundation Course: Part 1: The Real Numbers.
0.04	0.04	Technology Foundation Course: Part 1: The Real Numbers.
0.05	0.05	Technology Foundation Course: Part 1: The Real Numbers.
0.06	0.06	Technology Foundation Course: Part 1: The Real Numbers.
0.07	0.07	Technology Foundation Course: Part 1: The Real Numbers.
0.08	0.08	Technology Foundation Course: Part 1: The Real Numbers.
0.09	0.09	Technology Foundation Course: Part 1: The Real Numbers.
0.10	0.10	Technology Foundation Course: Part 1: The Real Numbers.
0.11	0.11	Technology Foundation Course: Part 1: The Real Numbers.
0.12	0.12	Technology Foundation Course: Part 1: The Real Numbers.
0.13	0.13	Technology Foundation Course: Part 1: The Real Numbers.
0.14	0.14	Technology Foundation Course: Part 1: The Real Numbers.
0.15	0.15	Technology Foundation Course: Part 1: The Real Numbers.
0.16	0.16	Technology Foundation Course: Part 1: The Real Numbers.
0.17	0.17	Technology Foundation Course: Part 1: The Real Numbers.
0.18	0.18	Technology Foundation Course: Part 1: The Real Numbers.
0.19	0.19	Technology Foundation Course: Part 1: The Real Numbers.
0.20	0.20	Technology Foundation Course: Part 1: The Real Numbers.
0.21	0.21	Technology Foundation Course: Part 1: The Real Numbers.
0.22	0.22	Technology Foundation Course: Part 1: The Real Numbers.
0.23	0.23	Technology Foundation Course: Part 1: The Real Numbers.
0.24	0.24	Technology Foundation Course: Part 1: The Real Numbers.
0.25	0.25	Technology Foundation Course: Part 1: The Real Numbers.
0.26	0.26	Technology Foundation Course: Part 1: The Real Numbers.
0.27	0.27	Technology Foundation Course: Part 1: The Real Numbers.
0.28	0.28	Technology Foundation Course: Part 1: The Real Numbers.
0.29	0.29	Technology Foundation Course: Part 1: The Real Numbers.
0.30	0.30	Technology Foundation Course: Part 1: The Real Numbers.
0.31	0.31	Technology Foundation Course: Part 1: The Real Numbers.
0.32	0.32	Technology Foundation Course: Part 1: The Real Numbers.
0.33	0.33	Technology Foundation Course: Part 1: The Real Numbers.
0.34	0.34	Technology Foundation Course: Part 1: The Real Numbers.
0.35	0.35	Technology Foundation Course: Part 1: The Real Numbers.
0.36	0.36	Technology Foundation Course: Part 1: The Real Numbers.
0.37	0.37	Technology Foundation Course: Part 1: The Real Numbers.
0.38	0.38	Technology Foundation Course: Part 1: The Real Numbers.
0.39	0.39	Technology Foundation Course: Part 1: The Real Numbers.
0.40	0.40	Technology Foundation Course: Part 1: The Real Numbers.
0.41	0.41	Technology Foundation Course: Part 1: The Real Numbers.
0.42	0.42	Technology Foundation Course: Part 1: The Real Numbers.
0.43	0.43	Technology Foundation Course: Part 1: The Real Numbers.
0.44	0.44	Technology Foundation Course: Part 1: The Real Numbers.
0.45	0.45	Technology Foundation Course: Part 1: The Real Numbers.
0.46	0.46	Technology Foundation Course: Part 1: The Real Numbers.
0.47	0.47	Technology Foundation Course: Part 1: The Real Numbers.
0.48	0.48	Technology Foundation Course: Part 1: The Real Numbers.
0.49	0.49	Technology Foundation Course: Part 1: The Real Numbers.
0.50	0.50	Technology Foundation Course: Part 1: The Real Numbers.
0.51	0.51	Technology Foundation Course: Part 1: The Real Numbers.
0.52	0.52	Technology Foundation Course: Part 1: The Real Numbers.
0.53	0.53	Technology Foundation Course: Part 1: The Real Numbers.
0.54	0.54	Technology Foundation Course: Part 1: The Real Numbers.
0.55	0.55	Technology Foundation Course: Part 1: The Real Numbers.
0.56	0.56	Technology Foundation Course: Part 1: The Real Numbers.
0.57	0.57	Technology Foundation Course: Part 1: The Real Numbers.
0.58	0.58	Technology Foundation Course: Part 1: The Real Numbers.
0.59	0.59	Technology Foundation Course: Part 1: The Real Numbers.
0.60	0.60	Technology Foundation Course: Part 1: The Real Numbers.
0.61	0.61	Technology Foundation Course: Part 1: The Real Numbers.
0.62	0.62	Technology Foundation Course: Part 1: The Real Numbers.
0.63	0.63	Technology Foundation Course: Part 1: The Real Numbers.
0.64	0.64	Technology Foundation Course: Part 1: The Real Numbers.
0.65	0.65	Technology Foundation Course: Part 1: The Real Numbers.
0.66	0.66	Technology Foundation Course: Part 1: The Real Numbers.
0.67	0.67	Technology Foundation Course: Part 1: The Real Numbers.
0.68	0.68	Technology Foundation Course: Part 1: The Real Numbers.
0.69	0.69	Technology Foundation Course: Part 1: The Real Numbers.
0.70	0.70	Technology Foundation Course: Part 1: The Real Numbers.
0.71	0.71	Technology Foundation Course: Part 1: The Real Numbers.
0.72	0.72	Technology Foundation Course: Part 1: The Real Numbers.
0.73	0.73	Technology Foundation Course: Part 1: The Real Numbers.
0.74	0.74	Technology Foundation Course: Part 1: The Real Numbers.
0.75	0.75	Technology Foundation Course: Part 1: The Real Numbers.
0.76	0.76	Technology Foundation Course: Part 1: The Real Numbers.
0.77	0.77	Technology Foundation Course: Part 1: The Real Numbers.
0.78	0.78	Technology Foundation Course: Part 1: The Real Numbers.
0.79	0.79	Technology Foundation Course: Part 1: The Real Numbers.
0.80	0.80	Technology Foundation Course: Part 1: The Real Numbers.
0.81	0.81	Technology Foundation Course: Part 1: The Real Numbers.
0.82	0.82	Technology Foundation Course: Part 1: The Real Numbers.
0.83	0.83	Technology Foundation Course: Part 1: The Real Numbers.
0.84	0.84	Technology Foundation Course: Part 1: The Real Numbers.
0.85	0.85	Technology Foundation Course: Part 1: The Real Numbers.
0.86	0.86	Technology Foundation Course: Part 1: The Real Numbers.
0.87	0.87	Technology Foundation Course: Part 1: The Real Numbers.
0.88	0.88	Technology Foundation Course: Part 1: The Real Numbers.
0.89	0.89	Technology Foundation Course: Part 1: The Real Numbers.
0.90	0.90	Technology Foundation Course: Part 1: The Real Numbers.
0.91	0.91	Technology Foundation Course: Part 1: The Real Numbers.
0.92	0.92	Technology Foundation Course: Part 1: The Real Numbers.
0.93	0.93	Technology Foundation Course: Part 1: The Real Numbers.
0.94	0.94	Technology Foundation Course: Part 1: The Real Numbers.
0.95	0.95	Technology Foundation Course: Part 1: The Real Numbers.
0.96	0.96	Technology Foundation Course: Part 1: The Real Numbers.
0.97	0.97	Technology Foundation Course: Part 1: The Real Numbers.
0.98	0.98	Technology Foundation Course: Part 1: The Real Numbers.
0.99	0.99	Technology Foundation Course: Part 1: The Real Numbers.
1.00	1.00	Technology Foundation Course: Part 1: The Real Numbers.

Monday August 23	7.40	Technology Foundation Course: Part 1: The Real Numbers.
0.01	0.01	Technology Foundation Course: Part 1: The Real Numbers.
0.02	0.02	Technology Foundation Course: Part 1: The Real Numbers.
0.03	0.03	Technology Foundation Course: Part 1: The Real Numbers.
0.04	0.04	Technology Foundation Course: Part 1: The Real Numbers.
0.05	0.05	Technology Foundation Course: Part 1: The Real Numbers.
0.06	0.06	Technology Foundation Course: Part 1: The Real Numbers.
0.07	0.07	Technology Foundation Course: Part 1: The Real Numbers.
0.08	0.08	Technology Foundation Course: Part 1: The Real Numbers.
0.09	0.09	Technology Foundation Course: Part 1: The Real Numbers.
0.10	0.10	Technology Foundation Course: Part 1: The Real Numbers.



The Times Higher Education Supplement (London) Room 541
Tel. (202) 638 6765 National Press Building Washington D.C.

Colour gap narrows, but blacks still suffer

The gap between black and white attendance at college is narrowing, according to a new study of blacks' higher education, but black students' aspirations are still below their aspirations. Changes in recent years have tended to be "irregular and inadequate".

The study, published by Howard University, in Washington DC, one of the most prestigious black institutions in America, says the number of blacks in colleges has steadily increased in the past 20 years. In 1974 814,000 black men and women, or 8 per cent of the 16 to 34-year-old black population, were in some form of post-secondary education, compared with 7,800,000 or 4 per cent of whites in the same age group.

Blacks also tended to be increasingly concentrated in the lower-cost less selective institutions, without major graduate or research programmes, the study found. In 1973-74 they were most likely to be enrolled in public two-year colleges, and predominantly black four-year colleges.

Most of the statistics were gathered by the census bureau of the United States Office of Education, and the authors warn that much of the information, especially dropout rates, is imprecise, making firm conclusions impossible.

Nevertheless, the American Academy for the Advancement of Science found that between 1970 and 1974 the enrolment of blacks in all public and private institutions grew by 56 per cent, from 522,000 to 814,000. Figures for all races in the same period showed a gain of only 19 per cent, to 8,800,000.

The educational aspirations of black and white high school leavers were almost the same, with 43.8 per cent of black and 45.6 per cent of white leavers saying they planned to go to college, but fewer blacks succeeded in getting there. The report blames the financial barriers, poor counselling and poor school preparation for this.

One major element was the relatively low rate of black pupils who completed high school. According to the census bureau, only 25.2 per cent of black men and 26.3 per cent of black women had completed school in March 1973, compared with 32.8 per cent of white men and 40.7 per cent of white women.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

At the end of 1973 19.4 per cent of the 18 and 19-year-old blacks were enrolled full-time at college, compared with 34.8 per cent of college-aged whites.

At the post-graduate level blacks were also under-represented. They constituted 8.4 per cent of undergraduates, they accounted for only 5.1 per cent of the students in graduate and professional schools.

West Point cheating scandal may provoke inquiry into 'honour code' system

A board of high-ranking officers at West Point, the United States military academy, has recommended a full inquiry into allegations of "widespread cheating" among cadets.

The five-man board is one of several set up to deal with the cases of nearly 200 second-year cadets who have been accused of collaborating over an out-of-class examination in March.

This is the first time since the scandal broke five months ago that officers have supported repeated calls from cadets and their defence lawyers for an official investigation. Their recommendation has been sent to General Sidney Berry, superintendent of West Point.

They said an inquiry should examine "the general abuse of the existing system" of teaching the honour code. This code states baldly that "a cadet will not lie, cheat or steal, nor tolerate those who do". The penalty for breaking the code is automatic expulsion.

Hearings at West Point have been going on all summer into the scandal in the academy's 174-year history. So far 180 cadets have been implicated: 32 have been cleared, 12 have resigned, one has been dismissed on a "conduct" charge, general or disciplinary demerits, and 72 have been found guilty.

The five senior officers recommended that the guilty cadets should be granted immunity because they testified to speed up the inquiry. They also suggested that some recent graduates be called back to face possible court-martial for allegedly attempting to subvert the honour committee, run by cadets themselves, and that there should be a penalty less than ex-



West Point: putting cadets on their honour.

pulsion to deal with honour code violations.

General Berry has already indicated that he is in favour of re-

form in the code, but only 55 per cent of the corps voted for "discretion" in ties, but cadets' leaders decided a two-thirds vote would be necessary for any major change.

The five officers, all of whom were major or colonel, recommended selective "problems" to be given to the corps. This, one of the officers said, seems to refer to the practice of cadets of deliberately installing on the honour committee cadets whose own record was questionable.

If any cadet could use his numbers early in the year, the committee would be a form of blackmail. The West Point affair has hit the public eye again this week on the heels of the scandal in the House of Representatives signed a letter to Maria Rife, Secretary of the Army, asking to investigate the scandal.

Yesterday one of the most outspoken cadets, Mr. Klingbold, who was himself with tolerating cheating, first said the scandal was a spread than he realized. The New York Times said the eighth cheating, military academy in 25 years.

Until now the only regular General Berry to his alleged lack of a complete lack of response to the scandal was revealed that 13 of the 119 who had constituted the first line take at the academy last month since resigned. Of all the cadets now in the academy, 132 have dropped out, a proportion for this time.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at West Point, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Jarvis attacks 'peculiar style' of OECD workings

A sharp attack on the "peculiar style" of the education committee of the Organization for Economic Cooperation and Development and the secrecy of its workings was made last week in Washington by Mr Fred Jarvis, general secretary of the National Union of Teachers.

Mr Jarvis said that if teachers had not exerted considerable pressure, their views would not have been heard at a recent major conference on education in Paris. Government did not consult teaching unions properly beforehand, and before the "teachers' policies" conference took place teachers were apprehensive, and in some cases "very suspicious" of what the conference would seek to do.

Mr Jarvis, attending the 25th

annual meeting of the world confederation of organizations of the teaching profession, said he thought it questionable that the Paris conference should ever have been held, and he wondered whether reports by so-called experts were the right way of dealing with the issues.

Most of the "experts" turned out to be academics. Academics—those whom he professed no grudge—could not bring to the problems of education the experience, concern and sense of urgency that those in the field had.

Lack of consultation was not the fault of the secretariat, but of member governments, he said, but it was the teaching unions to put pressure on their governments now as they dealt with matters arising from the conference.

Stanford place for Allende minister

A former minister in Allende's government in Chile has been released from prison after a campaign by Amnesty International and the University. He has been a research fellow at the Stanford University in California.

Fernando Flores, an ex-Allende minister, designed computer-based economic data system for Chile. He was formerly a professor and director of the Catholic University of Santiago, editor of the Chilean newspaper *La Tribuna*, and a member of the Chilean parliament for industrial development. At Stanford he will be an associate in computer operations research.

He spent three years in prison and is one of the thousands of Chileans to be released. Several have already been taken up by American universities.

Ford appoints science adviser as crisis of confidence looms

by David Dickson

Things are looking up for American science. Last month President Ford was finally able to appoint a science adviser, a post whose abolition by the Nixon Administration had virtually ended science from the corridors of the White House.

And last week the President signed an Appropriations Bill which, if implemented, will increase the budget of the National Science Foundation for 1977 by 8 per cent over its 1976 level to \$773.6m, and a 10-year decline in funds for basic research.

At the same time, however, a more "pragmatic" approach to research funding by the NSF may, it is feared, lead to university research being bypassed in favour of the more competitive attitudes of private companies and research institutions.

The post of science adviser to the President has been accepted by Dr Guyford Stever, at present director of the National Science Foundation, and as such holds a part-time presidential adviser on scientific matters.

His acceptance brings to an end a campaign mounted by scientists to restore the post, and with it the political status of science which, many felt, had been implicitly

demoted as a result of President Nixon's decision. Dr Stever's appointment also reflects a general loss in public confidence in science and technology, following the various "anti-science" trends manifest at the end of the 1960s.

Equally significant, however, is a growing scepticism about the ability of science directly to solve social problems. Recent figures released by the NSF showing the number of those who felt that science and technology would solve most problems abuse of pesticides, disease and drug abuse declined from 30 to 23 per cent, with an increase from 63 to 73 per cent in those who thought they would only solve some of these problems.

Dr Stever's scepticism seems to be growing among politicians, faced with the apparent failure of expensive research programmes to "solve" the problems of cancer or urban decay—in spite of the apparent technological successes of the space programme.

The general consequences of these shifts in attitudes appears to be a move away from problem-oriented programmes aimed at broadening short-term solutions to specific issues back to more conventional long-term programmes of basic research.

The National Science Foundation

Appropriations Bill, which was agreed by both the House of Representatives and the Senate, and obtained White House approval last week, allocates \$773.6m to the NSF for 1977 fiscal year. Although this is \$26m less than President Ford requested, it is still \$58.3m more than the foundation was allocated for the current year.

Of this \$58.3m is allocated to basic research, a considerable rise over the 1976 level. The long-term research could not bring to the problems of education the experience, concern and sense of urgency that those in the field had.

Whether this increase will be to the advantage of university research departments remains unclear, for the economic problems of United States higher education already undermining university research potential through, for example, preventing recruitment.

According to the American Physical Society, for example, the average age of university faculty members has increased from 40 to 48 and 49 to between 53 and 54 in the last few years, and a similar situation exists in other disciplines.

One result is that younger research scientists are now going into industry, unlike the tradition of the past. In Britain, the NSF has no direct responsibility for the foundation's research activities in American universities.

At the same time, however, there

has been a number of moves from the Republican right to the left, and a growing support of social science research, which have been attacked as "valueless" by traditional conservatives.

Although President Ford signed the appropriations Bill, it is itself being authorized by Congress, and the political dispute over the Bill drawn up by the Senate. There are several significant points for this.

First, the Senate has been more forceful in its opposition to the Bill than the House of Representatives. A meeting of two committees has been set for August 25 to try to resolve the differences.

Second, the Senate has been more forceful in its opposition to the Bill than the House of Representatives. A meeting of two committees has been set for August 25 to try to resolve the differences.

Third, the Senate has been more forceful in its opposition to the Bill than the House of Representatives. A meeting of two committees has been set for August 25 to try to resolve the differences.

Fourth, the Senate has been more forceful in its opposition to the Bill than the House of Representatives. A meeting of two committees has been set for August 25 to try to resolve the differences.

Fifth, the Senate has been more forceful in its opposition to the Bill than the House of Representatives. A meeting of two committees has been set for August 25 to try to resolve the differences.

Sixth, the Senate has been more forceful in its opposition to the Bill than the House of Representatives. A meeting of two committees has been set for August 25 to try to resolve the differences.

Seventh, the Senate has been more forceful in its opposition to the Bill than the House of Representatives. A meeting of two committees has been set for August 25 to try to resolve the differences.

Eighth, the Senate has been more forceful in its opposition to the Bill than the House of Representatives. A meeting of two committees has been set for August 25 to try to resolve the differences.

Ninth, the Senate has been more forceful in its opposition to the Bill than the House of Representatives. A meeting of two committees has been set for August 25 to try to resolve the differences.

Tenth, the Senate has been more forceful in its opposition to the Bill than the House of Representatives. A meeting of two committees has been set for August 25 to try to resolve the differences.

Uganda

Fears for students after 'days of beatings'

from Charles Harrison

NAIROBI

In addition to the recent killings at Makerere University, concern is growing over brutal treatment reportedly received by students removed from the campus and held in army barracks. Reports at the weekend indicate that up to 400 may have been detained following the killings, which occurred when the army broke up a protest meeting on the campus at the beginning of August.

The new reports, told of rape, beatings, mutilations and further killings by soldiers over a period of several days after the campus demonstration. The university administration is said to believe that as many as 120 students may have been killed.

The recent events at Makerere are the most serious to occur at Uganda's only university. "They were partly the result of increasing unrest over food and other shortages and partly a reaction against the murder of some members of the university. Last February, a Kenyan girl student, Esther Chesire, was arrested and disappeared and is presumed dead despite a complete lack of response to Kenyan demands for information.

A Ugandan student was later shot dead late at night, after an end of term dance and a few weeks ago the body of Mrs Teresa Nanziri, warden of Miss Chesire's hall of residence, was found in a river after she had been questioned by security forces and had allegedly refused to sign a statement that Miss Chesire was a girl of loose morals.

An additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at Makerere, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at Makerere, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at Makerere, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at Makerere, was ordered to leave at a few hours' notice. He was professor of geography, and had been chairing a commission of inquiry into these affairs. The com-

missioner, however, was not to be a Briton.

Additional factor was resentment that Professor Bryan Langlands, one of the few Britons remaining at Makerere, was ordered to leave at a few hours' notice. He was professor of geography, and

BOOKS

The Victorian burlesque offered both an excuse for travesties of established stories and an unusual outlet for topical and political comment. Booth refers us to a burlesque of Sheridan Knowles's *William T. in which* Gessler tyrannically keeps the Crystal Palace closed on a Sunday. Robert and William Brough's *The Kings of Naples* is a loosely based on *The Tempest*, included among the eight examples in the selection. The spirit of 18 is everywhere; Ariel is surprised to find the Kings of Naples in such cheap queer times of old Denmark's cracy; Caliban first appears as a slave complaining "Ain't I a man?" and a Bachelor. *Marcellaire*, "with a cap on liberty on his head, a red flag in one hand, a small bundle of firs in the wood in the other," and he comes to murder Prospero with "a golden scepter" to the neck. The collection ends with *Basile de Baccostopda and Smutts facio*.

This plays in this volume dated from between 1807 and 1900 and they show a range of attitudes to the variety that for any lasting literary quality. James Robinson Planché, who in 1826 had produced an unfortunate libretto for the celebration of the centenary of the Declaration by two "fairly Extravagant men." When Thackeray wrote of Planché's *Fortunio* in 1856 he found it "a marvellous and delightful piece of wit and wit, and a good view of the absurd." There remains no better reason for enjoying this fascinating collection.

Andrew Sanyal

Andrew Sanders

Polytechnics continued

Ulster College The Northern Ireland Polytechnic

Faculty of the Arts

SENIOR LECTURER/
LECTURER IIHistory of Art/History
of DesignSalary: Lecturer II £3,279-£5,493
Senior Lecturer £5,031-£5,955/£6,417
(plus £312 supplement)

Applicants should be qualified in some aspect of the History of Art or contemporary design education with particular relevance to BA Honours Art and Design students. There will be an opportunity to participate in the development of research and post-graduate work.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and by Autumn 1978 will have a student population of some 8,100. It has extensive new purpose built accommodation, including 750 residential places. There is a scheme of assistance with removal.

Further particulars and application forms which must be returned by September 6, may be obtained by telephoning Whiteabbey (0231) 65131, ext. 2243 or by writing to:

The Establishment Officer
Ulster College
The Northern Ireland Polytechnic
Jordanstown, Newtownabbey, Co. Antrim BT37 0QB

Newcastle upon Tyne Polytechnic

Student Services

ASSISTANT APPOINTMENTS OFFICER

(£3,640 to £4,000 plus £312 salary supplement)

To advise students studying Art and Design, Community and Social Studies, Humanities and Education, and Commerce and Languages. Graduate in Arts or Social Sciences preferred.

NJC Salary and Conditions (AP5)
For further particulars and application forms, returnable by September 3, 1978, please send stamped addressed foolscap envelope to Staffing Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST.

Head of Library Services

(Re-advertisement)

To take responsibility for the Polytechnic's extensive library facilities and to help plan their future development. Candidates should have high qualifications in librarianship and have already held positions of responsibility and leadership, preferably in higher education. Familiarity with modern developments in library services and a lively interest in innovation will be expected, as will experience of a wide range of learning resources.

The post is graded Head of Department Grade VI: £8,037 to £9,913 p.a.
+ London Weighting + £312 p.a. supplement

Please request further information of The Appointments Officer, Middlesex Polytechnic (Ref. A23A), Queenway, Enfield, Middlesex EN3 4SF. The application list closes on 4 October 1978.

Middlesex Polytechnic

General Vacancies

COLLEGE OF ESTATE MANAGEMENT Reading Centre for Advanced Land Use Studies

The Centre's developing work in Post-qualification Education and Training offers a challenging opportunity in a senior appointment involving responsibility for creating and planning advanced courses relevant to land and property. Applicants should be graduates or persons with equivalent professional qualifications and should have experience in the organisation of education and training. Salary scale: £3,780-£6,418.

Further details and application forms from the Secretary, College of Estate Management, Whiteknights, Reading, RG2 9AW. Tel. Reading (0734) 641441.

Professional Body—London

Graduate

EDUCATION AND TRAINING

The Institute of Chartered Accountants in England and Wales invites applications from U.K. graduates for an appointment as ASSISTANT SECRETARY to the Board of Accreditation of Colleges and Courses. The Board, which was set up in 1973 to deal with the recognition of degree and other academic and professional courses for exemption from certain entry and examination requirements of the Institute, now needs additional help in connection with the

- appraisal and monitoring of approved courses at universities, polytechnics and private tutorial establishments;
- development of contacts with educational institutions including preparation for visits by the Board to establishments to discuss applications;
- preparation of reports and statistics on the subsequent examination performance of students;
- development of criteria for the recognition of additional categories of courses.

The person appointed will be required to assist the Secretary of the Board with the preparation of documents for meetings and the related correspondence. Experience in academic administration is desirable and familiarity with recent developments in either the professional education of accountants or in higher education courses generally will be a considerable advantage.

The starting salary will be not less than £4,500 p.a. and there is a generous pension scheme. The post is open to men and women.

Application forms may be obtained from W. Patterson, P.O. Box 433, Chartered Accountants' Hall, Moorgate Place, London EC2P 2BJ. (Tel: 01-628 7080)



Wellcome

Translator French Mother Tongue around £3,500

For The Wellcome Foundation, a major British-owned international pharmaceutical company, with headquarters situated close to Euston, Kings Cross and St. Pancras stations.

The successful candidate's responsibilities will include the translation of commercial correspondence and technical material from and into French and from German; and dealing with linguistic inquiries from all departments in the languages specified.

Candidates must have French as their mother tongue, as well as excellent English and German. He/she will ideally have a degree in English and/or German and preferably have experience as a translator in the pharmaceutical/chemical industry.

For an application form, please write to or ring

The Personnel Officer (GS),

The Wellcome Foundation Limited,

183 Euston Road, London NW1 2BP.

Tel. 01-387 4477.

Holidays and Travel

£10 off holidays in the sun

ALL PRICES GUARANTEED FINAL!

There is still time to fix up a holiday for this summer. Book during August and you can save £10 per person off the holiday price of selected departures.

FROM LUTON

7 and 10 nights on the Italian Riviera departing 3rd, 10th and 24th September and 1st October. NOW from £275.

11 and 14 nights on the Italian Riviera departing 20th and 27th September. NOW from £102.

7 and 14 nights in Romania departing 28th August, 4th and 11th September. NOW from £94.

14 nights on the Costa del Sol departing 21st August, 4th September and 2nd October. NOW from £113.

FROM GATWICK

7 and 14 nights in Southern Yugoslavia departing 22nd and 29th August, 12th and 26th September and 3rd October. NOW from £99.

See your travel agent NOW or ring 01-388 2390.

THOMSON HOLIDAYS

ATOL 152 HC

Librarians
continued

University of

LIBRARY

SENIOR

LIBRARIAN

ASSISTANT

Library qualifications

essential: experience

an advantage

Salary Scale

£3,174 to £4,000

Requests (Quality

THES) for details

application form

Personal Secy

(Academic), 200

Cardiff City

Closing Date/Ref

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

18/

Overseas

The British Council

invites applications for the following posts:

Headmistress or Director of Studies (Peru)

San Silvestre School, Lima
The designation of the post is dependent upon the qualifications of the appointed candidate.

Headmistress: teaching certificate, 10 years' experience (secondary level) including 1 year in administration. Age 35-50.

Salary: paid in local currency (Sols). (At present £5,969-£7,591 p.a.) Three-year contract, renewable.

Director of Studies: 3 years' teaching certificate, 5 years' experience (secondary level) with special responsibility. Age 35-50.

Salary: paid in local currency (Sols). (At present £4,056-£5,520 p.a.) Two-year contract, renewable.

Benefits: cost of living allowance, rent allowance, terminal bonus, employer's share of UK superannuation, medical scheme.

Director of Institute (Chile)

Chilean-British Institute, Concepcion
Single Male graduate, aged 25-35 with 3 years' TEFL experience, including administration. TEFL qualification desirable.

Salary: £1,260 p.a. (under negotiation at present). Benefits: free accommodation, medical scheme. Two-year contract, renewable.

76 US 128

ELT Adviser (Niger)

Ministry of National Education, Niamey
Advising through the Institut National de Documentation de recherche en linguistique, pedagogique ou developpement of ELT in Niger. A limited amount of university lecturing.

Relevant degree and fluent French essential. Post-graduate TEFL qualification, experience of advising on ELT and of Francophone Africa desirable.

Salary: £4,389-£5,409 p.a. Benefits: overseas and children's allowances, free accommodation. Two-year contract in first instance.

76 HIE 20

Lecturer/Adviser in Francophone English—Accra (Ghana)

Linguage Centre, University of Ghana, Legon
Devising courses in EFL and Applied Linguistics and Lecturing to students from Francophone Africa.

Relevant degree, diploma/MA in EFL/Applied Linguistics, 7-8 years' appropriate experience, knowledge of French essential.

PGCE, experience in ESP and audio-visual aids desirable.

Appointment to the British Council on contract for 2 years. Possibly renewable.

Salary: £5,678-£6,678 p.a. Benefits: overseas and children's allowances, free accommodation, medical scheme.

76 TU 116

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

General Vacancies

LONDON

ASSISTANT PROGRAMME

DIRECTION

The American Institute for

Terrorism Study, the educational

travel operators, is seeking a

graduate director in the plan-

ning and execution of study and

travel programmes for Ameri-

can students. The successful

candidate will have to be able

to teach and/or administer

travel programmes, speak

fluent French, be able to

manage a budget and be pre-

pared to travel several weeks a

year.

A minimum commitment of

two years will be expected.

Salary approximately £3,500.

Apply in writing, with two

references, to Carol Taylor, Chair-

man, AITR, 277 Queens Gate,

London SW7 5NR.

LONDON

Private college requires

urgently graduate TEACHER

to teach part-time courses in

English, French, German, and

Spanish. The successful candi-

date will be expected to register

as a teacher and to have a

minimum of 3 years' experience

in the above subjects. Salary

£4,000-£5,000 p.a. Apply to

Mr. D. J. Gillingham, De-

partment of Chemistry, Uni-

versity of Salford, Salford M6 4WT.

SALFORD

THE UNIVERSITY

DEPARTMENTS OF

CHEMISTRY AND APPLIED

ELECTRICAL ENGINEERING

SIC RESEARCH

STUDENTS

QAS EVOLUTION OF

OIL/PAPER INSULATION

Applications are invited from

qualified graduates to carry out a

programme of investigation into

the nature of the gases evolved

from oil impregnated paper

and pressboard as used in

power transformers. The

majority of the work will be

done in the laboratory and

chemical and spectroscopic and

analytical techniques, used in

the laboratory, will be applied

to the study of gases evolved

from oil impregnated paper

and pressboard as used in

power transformers. The

majority of the work will be

done in the laboratory and

chemical and spectroscopic and

analytical techniques, used in

the laboratory, will be applied

to the study of gases evolved

from oil impregnated paper

and pressboard as used in

power transformers. The

majority of the work will be

done in the laboratory and

chemical and spectroscopic and

analytical techniques, used in

the laboratory, will be applied

to the study of gases evolved

from oil impregnated paper

and pressboard as used in

power transformers. The

majority of the work will be

done in the laboratory and

chemical and spectroscopic and

analytical techniques, used in

the laboratory, will be applied

to the study of gases evolved

from oil impregnated paper

and pressboard as used in

power transformers. The

majority of the work will be

done in the laboratory and

chemical and spectroscopic and

analytical techniques, used in

the laboratory, will be applied

to the study of gases evolved

from oil impregnated paper

and pressboard as used in

power transformers. The

majority of the work will be

done in the laboratory and

chemical and spectroscopic and

analytical techniques, used in

the laboratory, will be applied

to the study of gases evolved

from oil impregnated paper

and pressboard as used in

power transformers. The

majority of the work will be

done in the laboratory and

chemical and spectroscopic and

analytical techniques, used in

the laboratory, will be applied

to the study of gases evolved

from oil impregnated paper

and pressboard as used in

power transformers. The

majority of the work will be

done in the laboratory and

chemical and spectroscopic and

analytical techniques, used in

the laboratory, will be applied

to the study of gases evolved

from oil impregnated paper

and pressboard as used in

power transformers. The